

The College Enrollment Behavior of Class of 2005
Boston Public High School Graduates Including A
Multivariate Statistical Analysis of Findings of the
Winter/Spring 2006 Follow-Up Survey

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Introduction

Since the mid-1980s, the Boston Private Industry Council (PIC) has conducted an annual follow-up survey of the graduates of Boston's public high schools. The annual follow-up survey is a unique one in the nation that tracks graduates' actual schooling and labor market activities approximately 9 to 10 months after their graduation from high school. Very few high schools across the nation collect systematic follow-up data on the college and employment status of their graduates other than brief exit surveys asking graduates to describe their college and job plans.¹ The main objective of the Boston PIC follow-up survey is to obtain information on each high school graduate's transition from high school to college and the world of work. Information is collected on graduates' college enrollment and employment status at the time of the follow-up survey, the types of colleges or post-secondary training schools that they attended at the time of the survey, their financial aid status, key characteristics of their jobs, such as hours of work, hourly wages, occupations and industries of their employers, and their job related training activities. Such information helps the Boston public schools and the Private Industry Council to understand college enrollment and employment trends over the years and assist them in formulating and implementing programs to enhance the future college enrollment and employment status of Boston public high school graduates.

During the late winter/spring of 2006, Boston PIC staff made a comprehensive effort to interview each of the nearly 3,100 graduates of Boston public high schools from the Class of 2005. Follow-up interviews were completed with slightly more than 70 percent of the graduates.

This research paper is devoted to an analysis of the findings of the winter/spring 2006 follow-up survey with respect to the college enrollment and post-secondary training school enrollment behavior of Class of 2005 graduates at the time of the survey. The first section of the paper will present historical trends in college enrollment rates for all graduates of Boston public high schools and compare findings for Boston with those for the nation as a whole. The second part of the paper will describe college and post-secondary training enrollment rates for male and female graduates both overall and in different race-ethnic groups. The third section of the paper will present key findings of multivariate statistical analyses of the college enrollment behavior of

¹ Findings of exit surveys for Boston BPS graduates also are available. Comparisons of planned schooling and work outcomes with actual outcomes have been conducted by CLMS research staff.

Class of 2005 Boston public high school graduates, employing a statistical technique known as logit regression. The model will be used to identify how the college enrollment behavior of Class of 2005 graduates was associated with their gender, race-ethnicity, types of high schools attended (exam and non-exam schools), their participation in school-to-career programs, and their senior year and summer job experiences. This multivariate analysis will be conducted for graduates from all Boston public high schools, for graduates from the three exam schools, and for graduates from the non-exam schools.

Historical Trends in College Enrollment Rates of Graduates of Boston Public High School

The follow-up survey collected information from each BPS graduate on their enrollment in post-secondary education and training programs at the time of the survey and the types of educational or training institution attended. We have classified all attendees into one of the three categories: post-secondary training institutions, including vocational, technical training programs and one year business schools, two year public and private colleges, and four year college and universities. Results of the weighted sample show that there were 2,324 graduates from the Class of 2005 attending some type of a post-secondary education or training program at the time of the follow-up survey, representing just under 77 percent of that year's graduates.² Nearly two-thirds of the enrolled graduates were attending a four-year college or university, another 26 percent were enrolled in a community college, two year private college, and slightly over 8 percent were attending vocational technical training programs or one year business schools not leading to associate degrees. (Table 1).

Women were more likely than men to be enrolled in a college or post-secondary training program (80 percent versus 72 percent), and female graduates from the Class of 2005 were more likely than males to be attending four year colleges and universities when they did so (69% versus 61%). As a combined consequence of their high graduation rates, their higher college attendance rates upon graduation, and their higher frequency of enrollment in four-year colleges

² The estimates are weighted results adjusting for interview non-completion rates by race-ethnic groups and high school. Prior year analysis based on other sampling weights reveal very similar results. An analysis of college plans for graduates not covered by the survey yields very similar educational results.

once enrolled, there were 154 women enrolled in 4-year colleges and universities for every 100 men.³

Table 1:
Distribution of Class of 2005 Boston Public High School Graduates by Type of College/Post-Secondary Training Programs Attended at the Time of the 2006 Follow-up Survey, All and by Gender (Weighted Results)

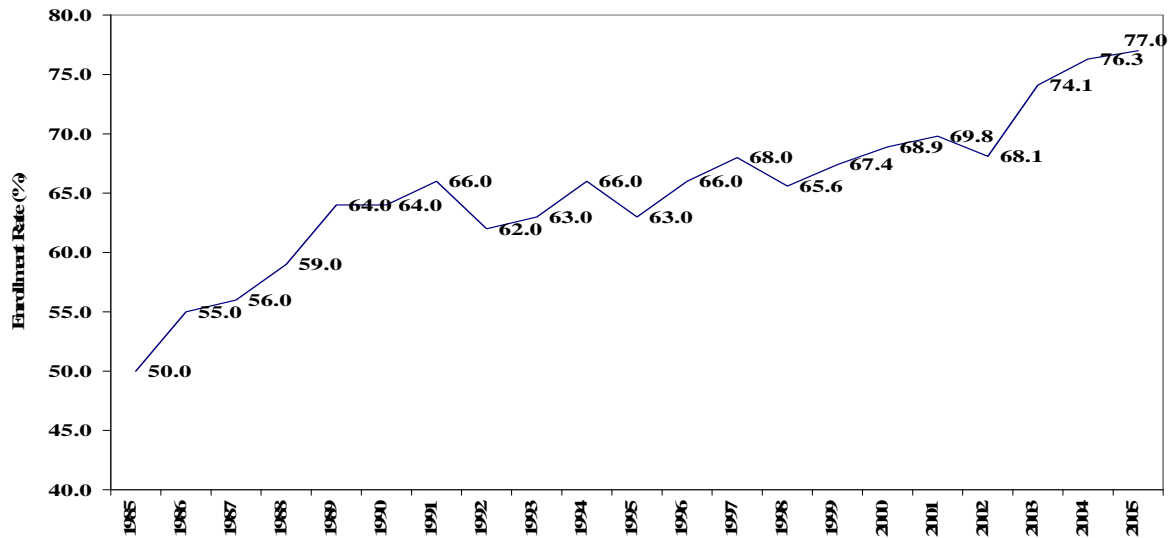
Type of School	All	Men	Women	Men/Women
Post-Secondary Training ⁽¹⁾	200	87	113	130
2-Year College	597	296	301	102
4-Year College	1,527	600	927	154
Total	2,324	983	1,341	136

Note: (1) Results include a small number of graduates (8) who were reported to be attending prep schools.

The long-term trend in the college/post-secondary training program enrollment rate of Boston public high school graduates over the 1985 to 2005 period is characterized by an upward slope. Over the last 20 years, the overall college enrollment rate of Boston public high school graduates has increased from only 50 percent in 1985 to the mid 60s by the early 1990s, to close to 70 percent by 2000-2001 and to a high of 77 percent in 2005. (Chart 1). This gain of 27-percentage points in the overall college/training program enrollment/training rate of Boston public high school graduates is quite laudable. The 76 and 77 percent college enrollment rates for the past two years represent new historical highs for the city’s public school graduates.

³ There were 1,687 female graduates from the BPS Class of 2005 versus 1,443 males, a relative ratio of 117 women to 100 men. The ninth grade Class of 2001-2002 had more boys than girls.

Chart 1:
Historical Trends in College Enrollment Rates of Boston Public High School Graduates, Classes
of 1985 to 2005 (In %)



The combined two and four year college enrollment rate of Boston public high school graduates has typically been higher than that for all high school graduates in the U.S. since the late 1999⁴. (Table 1). This finding is even more positive when one takes into account the much higher share of graduates in Boston that are members of low income families and are Black and Hispanic, all of whom have below average college enrollment rates in the nation. For graduates from the Classes of 2004 and 2005, the college enrollment rate for Boston graduates exceeded that for the U.S. by nearly two percentage points. (Table 2).

⁴ The initial set of findings on college enrollment rates for Boston public high school graduates included two-year college, four-year colleges and universities and post-secondary training institutions. The college enrollment rates for the U.S., based on the CPS surveys, exclude post-secondary training institutions. In recent years, the share of Boston public high school graduates enrolled in post-secondary training institutions has typically been between 5 and 7 percent. Even after excluding the latter group of graduates, Boston public high school graduates' college enrollment rate is found to be higher than that for U.S. high school graduates.

Table 2:
Comparisons of the College Enrollment Rates⁵ of Boston Public High School Graduates with
Those of Their U.S. Counterparts, Classes of 1998 to 2005 (In %)

Year	Boston	U.S.	Boston-U.S. (In Percentage Points)
1998	58.4	65.6	-7.2
1999	64.1	62.8	1.3
2000	65.7	63.3	2.4
2001	65.2	61.7	3.5
2002	61.7	65.2	-3.5
2003	68.9	63.9	5.0
2004	68.2	66.7	1.5
2005	70.5	68.6	1.9

Source: (i) 2006 Winter/spring follow-up survey of Boston public high school Graduates by Boston Private Industry Council (PIC);
(ii) “College Enrollment and Work Activities of High School Graduates”,
Classes of 1998-2005, CPS October Supplement, U.S. Bureau of
Labor Statistics.

There has been an upward trend in 2-year/4-year college enrollment rates of Boston public high school graduates in each of the four major race-ethnic groups since the late 1990s. (Table 2). Over the 1998-2005 period, the college enrollment rate for Asian graduates increased from 81 percent to 89 percent in 2005. Similarly, for Black graduates, the college enrollment rate increased from 55 percent in 1998 to 69 percent in 2005. Hispanics graduates also experienced sharp increase in college attendance, raising their college enrollment rate from 48 percent in 1998 to nearly 59 percent in 2005. Of the four major race-ethnic groups, Hispanic graduates still are characterized by the lowest college enrollment rate. For White graduates, the college enrollment rate increased from 64 percent in 1998 to nearly 77 percent in 2005. For each of the four major race-ethnic groups, the college enrollment rates of Class of 2005 graduates from the Boston public schools exceeded the college enrollment rates of their counterparts across the nation, with the size of these advantages ranging from two percentage points among Asians to twelve percentage points among Blacks. (Table 3).

⁵ The college enrollment rate for Boston public high school graduates conforms with the definition of college enrollment rates of graduates from the entire nation. The college enrollment rates in Table 1 represent two-year and four-year college enrollment rates for both the U.S. and Boston.

Table 3:
Trends in 2 Year/4-Year College Enrollment Rates of Boston Public High School
Graduates Compared with U.S. Graduates, Classes of 1998 to 2005, by Major Race-Ethnic
Group

Year	Asian			Black			Hispanic			White		
	Boston	U.S.	Boston-U.S.	Boston	U.S.	Boston-U.S.	Boston	U.S.	Boston-U.S.	Boston	U.S.	Boston-U.S.
1998	80.7	NA	NA	55.5	62.1	-6.6	48.2	47.5	+0.7	64.1	65.8	-1.7
1999	81.5	NA	NA	60.7	59.2	+1.6	58.3	42.2	+16.1	68.3	62.8	+5.5
2000	90.1	NA	NA	62.3	56.2	+6.2	54.5	53.0	+1.5	72.1	64.0	+8.1
2001	86.1	NA	NA	62.8	54.8	+7.9	56.5	51.5	+5.0	67.4	63.1	+4.3
2002	85.9	NA	NA	59.3	58.7	+0.6	48.5	53.5	-5.0	66.9	66.7	+0.2
2003	91.3	84.1	+7.2	67.3	58.3	+9.0	53.5	58.6	-5.1	75.5	65.0	+10.6
2004	91.6	76.0	+15.6	63.8	61.1	+2.7	57.5	61.9	-4.4	76.8	68.4	+8.4
2005	89.4	87.5	+1.9	69.1	56.8	+12.3	58.6	54.1	+4.5	76.6	69.4	+7.2

Source: (i) Winter/spring follow-up surveys of Boston public high school graduates by Boston Private Industry Council
(ii) “College Enrollment and Work Activity of High School Graduates”, Classes of 1998-2005, CPS October Supplement, U.S. Bureau of Labor Statistics.

College enrollment rates of both male and female Boston public high school graduates have been rising since the late 1980s. (Table 4). College enrollment of male graduates rose by 10 percentage points between 1999-2000 and 2005. Despite these positive trends in male and female college/training program enrollment rates of Boston public high school graduates, there are continuing large gaps between the college enrollment rates of male and female graduates. As noted above (See Table 1), Male graduates from Boston public high schools are less likely to enroll in college than their female counterparts, particularly from the non-exam schools. Gender gaps in college attendance also prevail nationally although the size of the gender gap is smaller for the nation as a whole. For Boston public high school graduates, these larger gender gaps in college enrollment rates have existed since the mid 1990s. (Table 4). In 1987, the college enrollment rates of male and female graduates from Boston public high school varied by a modest 1.6-percentage points in favor of women; however, since the mid 1990s, the gender gap started to widen considerably in favor of women, reaching an all time high of 14 percentage points in 2003 and 2004 before declining to 8 percentage points in 2005.

Table 4:
Trends in Gender Gaps in College/Post-Secondary Training Enrollment Rates of Boston Public High School Graduates, Classes of 1987 to 2005

Class	Men	Women	Men-Women
1987	55.2	56.8	-1.6
1991	56.6	60.8	-4.2
1996	59.7	70.5	-10.8
1997	64.1	71.3	-7.2
1998	58.1	70.6	-12.5
1999	62.2	71.5	-9.3
2000	62.1	74.6	-12.5
2001	63.5	75.3	-11.8
2002	61.5	73.3	-11.8
2003	65.8	80.1	-14.3
2004	65.3	79.7	-14.4
2005	72.1	80.1	-8.0

As noted above, these gender gaps in college enrollment rates are not unique to Boston public high schools. They prevail throughout the nation as a whole especially in the large central cities. Gender gaps in college enrollment rates in Boston have typically been much higher than those of the U.S.⁶ (Table 5). For the Classes of 2001-2004, gender gaps in college enrollment rates hovered around 12-13 percentage points in favor of female graduates in the city of Boston whereas the gender gap in the U.S. was typically only half as high as the gap that prevailed in Boston.

Table 5:
Gender Gaps in College Enrollment Rates of Graduates From Boston Public High Schools and All High Schools Across the Nation, 1998-2005

Class	Boston			United States		
	Male	Female	Male-Female	Male	Female	Male-Female
1998	52.3	63.1	-10.8	62.4	69.1	-6.7
1999	58.6	68.4	-9.8	61.4	64.4	-3.0
2000	63.6	68.3	-4.7	59.9	66.2	-6.3
2001	58.8	70.8	-12.0	59.8	63.6	-3.9
2002	55.2	66.8	-11.6	62.1	68.4	-6.3
2003	61.4	74.4	-13.0	61.2	66.5	-5.4
2004	60.7	73.9	-13.1	61.4	71.6	-10.2
2005	65.9	74.2	-8.3	66.5	70.4	-3.9

Source: (i) Winter/spring follow-up survey of Boston public high school graduates by Boston Private Industry Council (PIC);

(ii) "College Enrollment and Work Activity of High School Graduates", Classes of 1998-2005, CPS October Supplement, U.S. Bureau of Labor Statistics.

⁶ The college enrollment rates in this table refer to two-year and four-year college enrollment rates for Boston and the U.S.

Gender gaps in college enrollment rates of Class of 2005 Boston public high school graduates existed in each of the four major race-ethnic groups and in both exam and non-exam/district schools, but the size of these gaps varied across both race-ethnic groups and type of high school attended. (Table 6). The gender gap in college enrollment in the non-exam/district schools was 2.6 times higher than that in the three exam schools (8.3 percentage points versus 3.4 percentage points). In all Boston public high schools combined, gender gaps in college enrollment rates for Class of 2005 graduates varied fairly widely across race-ethnic groups, ranging a low of 6 percentage points among Hispanics and 9 percentage points among Black and White graduates to a high of nearly 12 percentage points among Asian graduates. Both male and female Asian graduates were the most likely to be enrolled in college. Among the graduates of the three exam schools, women in the three race-ethnic groups were 2 to 7 percentage points more likely to enroll in two-year or four-year colleges than their male counterparts. Female graduates in non-exam/district schools were 6 to 24 percentage points more likely to enroll in two-year or four-year colleges than their male counterparts with the gaps being largest for Asian and White graduates from the non-exam schools.

Table 6:
Gender Gaps in College Enrollment Rates⁽¹⁾ of Class of 2005 Boston Public High School
Graduates by Gender, Race-Ethnic Origin, and Type of High School Attended

All Schools	Male	Female	Male-Female
Black	64.1	73.0	-9.0
White	71.6	80.7	-9.0
Asian	83.5	95.1	-11.6
Hispanic	55.5	61.3	-5.8
Total	65.9	74.2	-8.3
Exam Schools			
Black	88.6	96.0	-7.4
White	91.8	96.6	-4.7
Asian	98.6	97.4	1.2
Hispanic	90.9	93.1	-2.2
Total	92.9	96.4	-3.4
District/Magnet Schools			
Black	60.2	68.2	-8.1
White	46.1	61.0	-14.9
Asian	66.3	90.7	-24.4
Hispanic	52.3	58.1	-5.7
Total	57.0	65.8	-8.8

Note: ⁽¹⁾ Only two-year and four-year college enrollments are included in this table.

The Use of Logit Regression Models to Analyze the College Enrollment Behavior of Class of 2005 Boston Public High School Graduates

In recent years, college attendance rates among graduates of Boston public high schools have varied by gender, race-ethnic group, and across individual exam and non-exam schools.⁷ The follow-up survey data and BPS data on the background demographic traits of graduates provide information on the demographics of high school graduates, the type of high school attended, their first language spoken at home, school-to-career program participation status, and high school work experience. To more fully understand the role of the above factors in influencing the probability of college enrollment among high school graduates from the Class of 2005, we have estimated a set of logit regression models of college attendance behavior. The binary logit regression model is a statistical technique used for estimating the determinants of behavior in which the dependent variable is a dichotomous variable, such as the college enrollment status of a graduate, which takes on only two values, 0 and 1, where 1 represents a graduate who was enrolled in college and 0 represents a graduate who was not enrolled in college. The logit model also can be used to help predict the probability of whether some specific event will occur. For our analysis, we have estimated several logit models of college enrollment behavior to obtain a more informed understanding of the college enrollment behavior of graduates in all high schools as well as in the exam and district/magnet schools separately. Our analysis is designed to estimate the degree to which the probability of college enrollment is influenced by the gender and race-ethnic characteristics of graduates, the types of high schools they attended, their first language at home, their participation in school-to-career programs during high school, and their summer and senior year work experiences during their high school years. Unfortunately, the available follow-up data base does not include information on the academic performance and behavior of high school graduates, including their high school curriculums, grade point averages, and their scores on academic achievement tests. A future research paper will incorporate these variables into our model as the school transcript data provided by the Boston public high schools are merged with the Boston PIC follow-up data base.

⁷ See: Ishwar Khatiwada, Andrew Sum, and Jennifer Power, Gender Differences in High School Graduation Rates and College Enrollment Rates of Graduates from Boston Public High Schools in Recent Years: Findings of the Follow-Up Surveys for the Classes of 1999 and 2000 and Future Research Issues, Center for Labor Market Studies, Northeastern University, Prepared for Boston Private Industry Council, Boston, Massachusetts, February 2002.

The dependent variable in all of the logit models is the college enrollment status of a graduate at the time of the follow-up survey. This variable takes on the values 1 (enrolled) and 0 (not enrolled). The predictor variables used in our models of college attendance are a set of dummy variables representing the gender/race-ethnicity of individual graduates, the high school they attended, whether the first language spoken was English, their participation in school-to-career programs, their summer job experiences, and their senior year work experience. (See Appendix B for the definition of all dependent and predictor variables in our models).

The coefficients (B's) derived from the logit probability model represent the change in the estimated log of the odds ratio for college enrollment among Class of 2005 Boston public high school graduates from a one unit change in the predictor variable. For example, the coefficient of 1.209 in Table 7 for Asian graduates indicates that the log of the odds ratio of enrolling in college would increase by 1.209 if the graduate was of Asian descent, holding all other determinants of college enrollment constant. The coefficient obtained from the logit regression model tells us the change in the log of the odds ratio of a graduate being enrolled in college; however, we may be more interested in estimating the marginal change in the expected probability of college enrollment from a change in the characteristics of a graduate. The estimated coefficients from the logit regression also can be converted into a set of marginal effects on the probability of being enrolled in college. The estimated values of these marginal effect; however, will depend on the values of the other right hand side variables in the model. A standard practice in the literature is to calculate these marginal probability effects at the means of all right hand side variables. We can, thus, convert the logit regression coefficients (Bs) into a set of marginal effects by multiplying the value of each B coefficient by (P) and (1-P), where P is the percent of high school graduates in the sample who were attending either college or a post-secondary training program at the time of the winter/spring 2006 follow-up survey. The estimated marginal effects of each predictor variable are displayed in the last column for each set of regression results. For example, in the model for all high school graduates (Table 7), the estimated marginal effect on college enrollment from attending an exam school (ExamSch) is .419, indicating that graduates of these high schools were 41.9 percentage points more likely to enroll in college than their counterparts from the city's non-exam/district schools, holding all other variables at their mean values. The extremely high coefficient for the exam schools variable likely reflects a combination of differences in the academic achievement, high school

curriculum, and socio-economic background of graduates of the exam and non-exam schools. As noted earlier, we did not have transcript data on individual BPS graduates for inclusion in this study.

There are three main logit regression models of college enrollment in this paper:

- For all high school graduates using all non-exam schools as a base group.
- For graduates from exam schools using O’Bryant High School as a base group.
- For graduates from the non-exam schools using West Roxbury High School as the base group.

In addition to the findings for the above three models, we will discuss findings on the predicted probability of college enrollment for male and female graduates and for some major race-ethnic groups separately. Our regression models have several shortcomings, especially the absence of data on the academic performance and course taking behavior of graduates in high school, which are typically found in most research studies to be strong predictors of the college enrollment behavior of graduates. However, we treat the three exam schools as proxies for the academic achievement (reading, math, and writing proficiencies) of graduates and their course taking behavior. A future research paper will include these two important sets of predictors of college enrollment once we obtain these data from the Boston public schools.

Estimating the Likelihood of College Attendance Among the Entire Pool of BPS Graduates from the Class of 2005

Findings of the logit analysis of the college enrollment decision and the estimated marginal probabilities of different traits on the college enrollment decision for all Boston public high school graduates from the Class of 2005 are presented in Table 7. The findings are strongly consistent with those for earlier graduating classes.⁸ The predictor variables in the model include

⁸ For evidence on these issues, see: (i) Ishwar Khatiwada and Andrew Sum, The College Enrollment Behavior of Class of 1999 Graduates from Boston Public High Schools: Findings of the Winter 2000 Follow-Up Survey and Comparisons with Those for Previous Years, Center for Labor Market Studies, Northeastern University, Prepared for the Boston Private Industry Council, April 2001; (ii) Ishwar Khatiwada and Andrew Sum, The College Enrollment Behavior of Class of 2000 Graduates from Boston Public High Schools: Findings of the Winter 2001 Follow-Up Survey and Comparisons with Those for Previous Years, Center for Labor Market Studies, Northeastern University, Prepared for the Boston Private Industry Council, February 2002; (iii) Susan Perron, Ishwar Khatiwada, and Andrew Sum, The College Enrollment Behavior of Class of 2002 Graduates from Boston Public High Schools: Findings of the Winter 2003 Follow-Up Surveys and Comparisons with Those for Previous Years, Center for Labor Market Studies, Northeastern University, Prepared for the Boston Private Industry Council, May 2004.

the gender and race-ethnic origin of graduates, whether they attended one of the three exam schools, their participation in school-to-career programs, whether English was the first language spoken at home, a variable representing the summer job experiences of graduates, and a variable representing his/her employment experiences during the senior year of high school. The base group for our model is a White, non-Hispanic female graduate who attended one of the non-exam high schools and who did not work during either the summers of high school years or the senior year of high school. The estimated marginal effects of the right hand side variables on the probability of college attendance are presented in the last column of Table 7.

The main findings can be summarized as follows using the estimated marginal effects of each variable. Male graduates were 9.6 percentage points less likely to enroll in college than their female counterparts, holding all other variables constant, including type of high school attended.⁹ Asian graduates were 21.4 percentage points more likely to enroll in college than their White, non-Hispanic counterparts. Similar to earlier year findings, Black graduates were 6 percentage points more likely to enroll in college than White graduates after controlling for other characteristics including type of high school attended. Graduates from the three exam schools were 41.9 percentage points more likely to enroll in college than their peers from the city's non-exam schools. The estimated coefficient for the school-to-career program variable was positive, but small and non-significant. Those graduates whose first language was English were 5.1 percentage points less likely to enroll in college than their peers whose first language was other than English. The coefficient for the English language variable was statistically significant at the .05 level. This finding might seem surprising; however, many of the immigrants whose first language was not English may have learned English well by the end of their high school years. Other research findings for Boston, the state as a whole, and the nation indicate that high school students with limited English speaking skills are more likely to drop out of high school and are less likely to attend college upon graduation.¹⁰ Both summer jobs and senior year employment of graduates had significant, positive impacts on college enrollment. Those graduates who worked

⁹ National research on college enrollment decisions over the past 15 years also find that being a woman significantly raises the likelihood of college attendance holding other determinants constant. See: Claudia Goldin, Lawrence F. Katz, and Ilayama Kuziemko, "The Homecoming of American College Women: The Reversal of the College Gender Gap", *The Journal of Economic Perspectives*, 20 (Fall 2006), pp. 133-56.

¹⁰ For a comprehensive review of the links between the educational backgrounds and English-speaking proficiencies of immigrants in Massachusetts and the U.S. and their labor market success, see: Andrew Sum, Johan Uvin, Ishwar Khatiwada, et al., The Changing Face of Massachusetts, the Massachusetts Institute for A New Commonwealth, Boston 2005.

in the summers during the high school years were 8.3 percentage points more likely to enroll in college than their counterparts who did not do so. Those graduates who worked during the senior year of high school were 6.0 percentage points more likely to enroll in college than their peers who did not work during the senior year of high school. These two coefficients were statistically significant at the .01 and .05 levels of significance, respectively.

Table 7:
Findings of the Logit Regression Analysis of the Probability of College Enrollment Among
Class of 2005 Boston Public High School Graduates, All High Schools

Coefficient	B	Wald Statistic	Mean of Enrollment Rate	Marginal Probability
Male	-0.540***	24.2	0.770	-0.096
Asian	1.209***	17.8	0.770	0.214
Black	0.338**	4.1	0.770	0.060
Hispanic	0.181	0.9	0.770	0.032
ExamSch	2.363***	102.7	0.770	0.419
STCPROG	0.047	0.2	0.770	0.008
FirstLanguageEng	-0.286**	4.9	0.770	-0.051
SummerJob	0.468***	11.7	0.770	0.083
WorkedSnYr	0.338**	8.4	0.770	0.060
Constant	0.376*	2.7		

Model Summary

Log Likelihood	2,026
Cox and Snell R-Squared	0.127
Nagelker R-Squared	0.193
Chi-Square	294***
Degrees of Freedom; N	9; 2,162

Note: *** significant at .01 level
 ** significant at .05 level
 * significant at .10 level

Our second regression model was designed to predict the probability of college enrollment among Class of 2005 graduates from the city’s three exam schools, treating O’Bryant Technical as the base high school. In this model, only the coefficients for Boston Latin High School and the English language variables were statistically significant. (Table 8). None of the gender, race-ethnic origin, and work experience variables was significant. These findings indicate that graduates from the city’s three exam schools are equally likely to attend college regardless of gender, race-ethnic origin, and school work experiences. Graduates of Boston Latin High School, *ceteris paribus*, were 5.5 percentage points more likely to enroll in college than

their counterparts from O’Bryant High School. Those graduates whose first language spoken at home was English were 5.2 percentage points less likely to enroll in college than their peers whose first language spoken at home was other than English.

Table 8:
Findings of the Logit Regression Analysis of the Probability of College Enrollment Among
Class of 2005 Boston Public High School Graduates from the Three Exam Schools

Group	B	Wald Statistics	Mean of Enrollment	Marginal Probability
Male	-0.108	0.1	0.961	-0.004
Asian	0.032	0.0	0.961	0.001
Black	0.280	0.2	0.961	0.011
Hispanic	-0.522	0.4	0.961	-0.020
BostonLatin	1.458**	5.8	0.961	0.055
LatinAcademy	0.746	1.8	0.961	0.028
FirstLanguage	-1.392**	4.4	0.961	-0.052
SummerJob	0.641	1.1	0.961	0.024
WorkedSnYr	-0.465	1.0	0.961	-0.018
Constant	3.233***	11.8		

Model Summary

Log Likelihood	187
Cox and Snell R-Squared	0.024
Nagelker R-Squared	0.085
Chi-Square	15**
Degrees of Freedom; N	9; 606

Note: *** significant at .01 level
 ** significant at .05 level
 * significant at .10 level

Our third model of college enrolment behavior is based on the experiences of the graduates of the city’s district and magnet schools. (Table 9). West Roxbury high school was treated as the base group for our analysis. All of the other non-exam schools are entered into the model as additional predictors. The estimated marginal effects for the right hand side variables reveal that male graduates from the non-exam schools were 11.7 percentage points less likely to enroll in college than their female counterparts. The coefficient for this variable was statistically significant at the .001 level. Each of the three race-ethnic origin variables were statistically significant either at the .01 or .10 levels. Asian graduates from non-exam schools were nearly 34 percentage points more likely to enroll in college than their White, non-Hispanic peers. The sizes

of the marginal probability coefficients for Black and Hispanic graduates were 14 and 8.3 percentage points, respectively.

The variable for being a school-to-career program participant in the non-exam schools had a positive sign, but slightly short of significant at the .10 level. The impact of the English language variable was consistent in all our regression models. Those graduates from non-exam schools whose first language was English were 7.7 percentage points less likely to enroll in college than their peers whose first language was other than English, very similar to the findings for the graduates of the exam schools.

Table 9:
Findings of the Logit Regression Analysis of the Probability of College Enrollment Among
Class of 2005 Boston Public High School Graduates from Non-Exam Schools

Group	B	Wald Statistic	Mean of Enrollment Rate	Marginal Probability
Male	-0.560***	22.0	0.701	-0.117
Asian	1.616***	22.1	0.701	0.339
Black	0.650***	10.8	0.701	0.136
Hispanic	0.395*	3.3	0.701	0.083
STCPROG	0.217	1.5	0.701	0.045
FirstLanguage	-0.367**	7.2	0.701	-0.077
Brighton	-0.682**	4.3	0.701	-0.143
Charlestown	-0.580*	2.7	0.701	-0.122
EconBusAca	-1.087**	6.3	0.701	-0.228
PublicSerAca	-0.263	0.3	0.701	-0.055
EastBoston	-0.804**	6.0	0.701	-0.168
EnglishHigh	-0.348	1.0	0.701	-0.073
HydePark	-1.245***	14.8	0.701	-0.261
BurkeHigh	-0.957**	7.2	0.701	-0.201
Monument	-0.181	0.1	0.701	-0.038
ExcelHigh	-1.506***	12.9	0.701	-0.316
Odyssey	-0.722	1.7	0.701	-0.151
BCLA	-0.729*	3.2	0.701	-0.153
Snowden	-0.250	0.3	0.701	-0.052
Madison	-0.991**	9.2	0.701	-0.208
ACC	-0.024	0.0	0.701	-0.005
FenwayPark	0.945	1.8	0.701	0.198
NewMission	0.541	0.6	0.701	0.113
McKinley	-1.051	1.8	0.701	-0.220
BostonArts	0.252	0.3	0.701	0.053
GreaterEgleston	-0.838	1.1	0.701	-0.176

HealthCareer	-0.362	0.6	0.701	-0.076
SummerJob	0.393**	7.1	0.701	0.082
WorkedSnYr	0.426***	11.5	0.701	0.089
Constant	0.751**	4.3		

Model Summary

Log Likelihood	1,760
Cox and Snell R-Squared	.088
Nagelker R-Squared	.124
Chi-Square	143***
Degrees of Freedom; N	29; 1,556

Note: *** significant at .01 level
 ** significant at .05 level
 * significant at .10 level

Nine of the 21 non-exam school variables had a negative coefficient that was statistically significant at the one, five, or ten percent level, indicating probability of college enrollment for graduates attending those schools was lower than their peers from West Roxbury High School, the base group for our analysis. Graduates from Brighton, Charlestown, the Economics and Business Academy, East Boston, Hyde Park, Burke, Excel, and Madison Park high schools were significantly less likely to attend college than their peers from West Roxbury. The estimated size of those marginal probability coefficients were large and they varied widely, ranging from lows of -12.4 percentage points in Charlestown High School and -15.0 percentage points in Brighton High School to highs of -21.5 percentage points in Hype Park High School and -31.5 percentage points in Excel High School. Differences in the academic backgrounds of these students across high schools likely contribute to these coefficients. Those graduates from non-exam schools who worked in the summers during high school years were 8.5 percentage points more likely to enroll in college than their counterparts who did not work at all during the summers. The summer work experience variable was significant at the five percent level. Similarly, those graduates who worked in the senior year during high school were 9.2 percentage points more likely to enroll in college than their peers who did not work in the senior year of high school. The coefficient for the senior year work experience variable was significant at the .01 level.

There were five school-to-career program variables included in the logit regression model. These STC program variables represented the Academy of Finance, Academy of Travel and Tourism, Pro Tech, Tech Boston, and “Other” school-to-career programs. Findings revealed that four of the five the school-to-career program variables in non-exam schools were not

statistically significant. Only the “Other” school-to-career program variable was statistically significant. In the third regression model (Table 10), we added these five individual school-to-career programs to test whether enrollment in one of these programs had any significant impacts on the probability of college enrollment. Only the coefficient for the other STC program variable was statistically significant. (Table 10).

Table 10:
Size and Significance of School-to-Career Programs Coefficients in Model Three for Non-Exam
Schools for Class of 2005 Boston Public High School Graduates

Variable	B	Wald Statistic	Mean of Enrollment Rate	Marginal Probability
Male	-0.562***	22.0	0.701	-0.118
Asian	1.618***	22.1	0.701	0.339
Black	0.661***	11.1	0.701	0.138
Hispanic	0.384*	3.1	0.701	0.080
FirstLanguage	-0.382**	7.7	0.701	-0.080
SummerJOB	0.408**	7.6	0.701	0.085
WorkedSnYr	0.439***	12.1	0.701	0.092
Brighton	-0.715**	4.7	0.701	-0.150
Charlestown	-0.593*	2.5	0.701	-0.124
EconBusAca	-1.053**	5.9	0.701	-0.221
PublicSerAca	-0.231	0.2	0.701	-0.048
EastBoston	-0.857**	6.5	0.701	-0.180
EnglishHigh	-0.395	1.2	0.701	-0.083
HydePark	-1.025**	8.8	0.701	-0.215
BurkeHigh	-0.926**	6.7	0.701	-0.194
Monument	-0.142	0.1	0.701	-0.030
ExcelHigh	-1.501***	12.7	0.701	-0.315
Odyssey	-0.693	1.6	0.701	-0.145
BCLA	-0.694**	2.9	0.701	-0.146
Snowden	-0.215	0.2	0.701	-0.045
Madison	-1.025**	9.8	0.701	-0.215
ACC	0.017	0.0	0.701	0.004
FenwayPark	0.989	2.0	0.701	0.207
NewMission	0.570	0.7	0.701	0.119
McKinley	-1.011	1.7	0.701	-0.212
BostonArts	0.291	0.5	0.701	0.061
GreaterEgleston	-0.802	1.0	0.701	-0.168
HealthCareer	-0.330	0.5	0.701	-0.069
AcaFin	-0.528	1.6	0.701	-0.111
AcaTNT	0.360	0.5	0.701	0.075
ProTech	0.381	0.2	0.701	0.080

TechBos	0.217	0.2	0.701	0.046
OtherSTC	0.304*	2.6	0.701	0.064
Constant	0.074	3.7		
Model Summary				
Log Likelihood	1,760			
Cox and Snell R-Squared	.088			
Nagelker R-Squared	.124			
Chi-Square	143***			
Degrees of Freedom; N	29; 1,556			

Note: *** significant at .01 level

 ** significant at .05 level

 * significant at .10 level

The above findings revealed that female graduates from Class of 2005 Boston public schools were significantly more likely to enroll in college than their male counterparts. We also tested whether there were any substantive variations in the estimated probabilities of college enrollment among men and women in the four race-ethnic groups, using the findings of the logit logistic regression model. Findings in Table 11 reveal that there were some variations in estimated probabilities of college enrollment. Women in three of the four race-ethnic groups had a statistically significant higher probability of attending college. For example, Black female graduates from Boston’s public schools were 10.1 percentage points more likely to enroll in college than their Black male counterparts. (Table 11). White females and Hispanic females were 8.7 and 11.6 percentage points more likely to attend college than their male counterparts, respectively. The results for Asian graduates were not quite statistically significant, although the size of the coefficient for Asian females (.082) was quite similar to that for Hispanic (.087) and Black (.101) graduates.

Table 11:

Marginal Increase in the Probability of College Enrollment Among Women in Each of Four Race-Ethnic Groups, Class of 2005 Boston Public High Schools, All High Schools Combined

	Asian	Black	Hispanic	White
Asian	0.082	0.101***	0.087**	0.116**

Note: *** significant at .01 level

 ** significant at .05 level

 * significant at .10 level

Predicting the Probability of College Enrollment for Selected Groups of High School Graduates from the Class of 2005

The findings of the logit regression model also can be used to predict the probability of college enrollment for high school graduates with given demographic, schooling, first language spoken, and work experience characteristics. The specific formula used to generate these probability estimates is explained more fully in Appendix C. We have selected seven hypothetical high school graduates from the Class of 2005 to illustrate the range in the expected probabilities of being enrolled in college at the time of the winter/spring 2006 follow-up survey. These seven hypothetical graduates have varying combinations of gender and race-ethnic characteristics, schooling backgrounds, and in-school work experiences. The traits of each of these seven graduates and their predicted probabilities of college attendance are displayed in Table 12.¹¹

The predicted probabilities of college attendance for these seven hypothetical graduates varied considerably, ranging from a low of 41 percent for a male Hispanic graduate from a non-exam school who did not work in high school or participate in a school-to-career program to highs of 95 to 99 percent for our three hypothetical graduates from the exam schools.

Table 12:
Predicted Probabilities of College Attendance for a Selected Hypothetical Set of Boston Public High School Graduates from the Class of 2005

Graduates' Characteristics	Predicted Probability
Asian, female, attended exam school, worked during the summers, not during the senior year	99%
Black, female, attended exam school, worked during the summer and during the senior year	98%
White, male, attended exam school, worked during the summers and during the senior year	95%
Hispanic, male, attended Brighton High School, worked during the summers, participated in Tech Boston program	85%
Black, male, attended Public Service Academy, worked during the summers and the senior year, participated in "Other" STC programs	72%
White, female, attended Monument High School, did not work during the	64%

¹¹ The estimated probabilities of college attendance for the first three hypothetical graduates are based on the findings of the logit regression model for all high school graduates (Table 5). The predicted probabilities of college attendance for the other four graduates are based on the findings of the logit regression model for the non-exam schools with school-to-career programs (Table 8).

summers and the senior year, did not participate in STC program	
Hispanic, male, attended East Boston High School, did not work during the summers or the senior year, and did not participate in STC program	41%

Findings of our multivariate statistical analyses have revealed the existence of strong and significant relationships between the college enrollment behavior of graduates and their gender, their race-ethnicity, the types of high schools they attended, their first language, their work experiences during the high school years, and their participation in a school-to-career program. The academic backgrounds, academic performance, and course-taking behavior of these hypothetical students likely varied to a considerable degree across these high schools. The estimated, substantial independent effects of high school attended on college attendance, thus, likely represent differences in the academic proficiencies of these graduates at the beginning and end of their high school years and their course taking behavior. National longitudinal research has consistently shown that students who participate in college prep programs during high school, *ceteris paribus*, are much more likely to enroll in college upon graduation.¹² The availability of the BPS transcript data for individual students should help us identify the independent influence of academic achievement, grade point averages, and high school courses on the college enrollment behavior of recent graduates from the city’s public high schools.

¹² See: Nan L. Maxwell and Victor Rubin, High School Career Academies: A Pathway to Educational Reform in Urban District W.E. Upjohn Institute for Employment Research, Kalamazoo, Michigan 2001.

Appendix A:
**Gender Gaps in Two-Year/Four-Year College Enrollment Rates of Class of 2005 Boston
Public High School Graduates by High School**

School	All	Male	Female	Male-Female
Boston Latin High School	96.8	93.6	99.4	-5.8
Boston Latin Academy	93.7	96.7	91.2	5.4
O'Bryant High School	92.5	87.4	95.5	-8.1
All Exam School	94.9	92.9	96.4	-3.5
Brighton High School	66.8	55.3	74.5	-19.2
Charlestown High School	74.4	70.6	78.9	-8.3
Economics and Business Academy	46.3	39.6	53.2	-13.6
Academy of Public Service	60.9	58.1	63.9	-5.7
East Boston High School	51.6	50.8	52.5	-1.7
English High School	65.9	65.2	66.3	-1.0
Hyde Park High School	45.3	44.4	46.6	-2.2
Burke High School	54.7	49.6	59.0	-9.4
Monument High School	63.7	62.8	65.5	-2.7
Excel High School	48.5	35.4	58.5	-23.1
Odyssey High School	63.6	54.7	68.4	-13.6
Boston Community Leadership Academy	57.2	49.3	59.9	-10.7
Snowden International High School	69.9	68.6	70.6	-2.0
Madison Park High School	56.3	43.4	66.8	-23.4
Another Course to College	75.5	92.2	67.7	24.5
West Roxbury High School	64.1	65.3	62.1	3.2
Fenway Park High School	87.7	94.5	82.5	11.9
New Mission	72.3	65.9	76.7	-10.8
McKinley Voc.	40.9	56.2	0.0	56.2
Boston Arts Academy	78.3	68.4	83.5	-15.1
Greater Eagleston	49.2	29.8	100.0	-70.2
Health Career Academy	72.6	66.3	73.7	-7.3
All Non-Exam School	61.7	57.0	65.8	-8.8
All Schools	70.5	65.9	74.2	-8.3

Appendix B:
Definitions of Variables Appearing in the Logistic Probability Models of College Enrollment for Class of 2005 Graduates of Boston Public High Schools

<i>Variable Name</i>	<i>Definition</i>
ENROLLED	A dummy variable representing the college or post-secondary training enrollment status of a high school graduate from the Class of 2005 =1 if enrolled in a post-secondary education or training program =0 if not enrolled
FEMALE	A dummy variable representing the gender of a high school graduate =1 if female =0 if male
BLACK	A dummy variable representing the race-ethnicity of a graduate from the Class of 2005 =1 if graduate is Black, not Hispanic =0 if other
WHITE	A dummy variable representing the race-ethnicity of a graduate from the Class of 2005 =1 if graduate is White, not Hispanic =0 if other
ASIAN	A dummy variable representing the race-ethnicity of a graduate from the Class of 2005 =1 if graduate is Asian =0 if other
HISPANIC	A dummy variable representing the race-ethnicity of a graduate from the Class of 2005

	=1 if graduate is Hispanic =0 if other
EXAMSCH	A dichotomous variable representing the types of schools =1 if the schools were exam schools =0 if else
STCPROG	A dichotomous variable representing participation in school-to-career programs =1 if graduate participated in STC programs =0 if else
FIRSLANGUAGE	A dichotomous variable representing first language spoken by graduate =1 if first language is English =0 if else
SUMMERJOB	A dichotomous summer job variable =1 if the graduate held a summer job during the high school years. =0 if no summer job held.
WORKEDSNYR	A dichotomous senior year job variable =1 if graduate held a job during the senior year in high school. =0 if no job was held in the senior year of high school.
LATINACADEMY	A dichotomous variable representing the Boston Latin Academy =1 if the school was the Boston Latin Academy =0 if else
BOSTONLATIN	A dichotomous variable representing the Boston Latin High School

	<p>=1 if the school was Boston Latin High School =0 if else</p>
BRIGHTON	<p>A dichotomous variable representing the Brighton High School =1 if the school was Brighton High School =0 if else</p>
CHARLESTOWN	<p>A dichotomous variable representing the Charlestown High School =1 if the school was Charlestown High School =0 if else</p>
ECONBUSACAD	<p>A dichotomous variable representing the Economics and Business Academy =1 if the school was the Economics and Business Academy =0 if else</p>
PUBLICSERVACAD	<p>A dichotomous variable representing the Public Service Academy =1 if the school was the Public Service Academy =0 if else</p>
EASTBOSTON	<p>A dichotomous variable representing East Boston High School =1 if the school was East Boston High School =0 if else</p>
ENGLISHHIGH	<p>A dichotomous variable representing English High School =1 if the school was English High School =0 if else</p>
HYDEPARK	<p>A dichotomous variable representing Hyde Park High</p>

	<p>School</p> <p>=1 if the school was Hyde Park High School</p> <p>=0 if else</p>
BURKEHIGH	<p>A dichotomous variable representing Burke High School</p> <p>=1 if the school was Burke High School</p> <p>=0 if else</p>
MONUMENT	<p>A dichotomous variable representing Monument High School</p> <p>=1 if the school was Monument High School</p> <p>=0 if else</p>
EXCELHIGH	<p>A dichotomous variable representing Excel High School</p> <p>=1 if the school was Excel High School</p> <p>=0 if else</p>
ODYSSEY	<p>A dichotomous variable representing Odyssey High School</p> <p>=1 if the school was Odyssey High School</p> <p>=0 if else</p>
BCLA	<p>A dichotomous variable representing the BCLA High School</p> <p>=1 if the school was BCLA High School</p> <p>=0 if else</p>
SNOWDWN	<p>A dichotomous variable representing Snowden International High School</p> <p>=1 if the school was Snowden International High School</p>

	=0 if else
MADISON	A dichotomous variable representing Madison Park High School =1 if the school was Madison Park High School =0 if else
ACC	A dichotomous variable representing Another Course to College (ACC) =1 if the school was ACC High School =0 if else
FENWAYPARK	A dichotomous variable representing Fenway Park High School =1 if the school was Fenway Park High School =0 if else
NEWMISSION	A dichotomous variable representing New Mission High School =1 if the school was New Mission High School =0 if else
MCKINLEY	A dichotomous variable representing McKinley High School =1 if the school was McKinley High School =0 if else
BOSTONARTS	A dichotomous variable representing the Boston Arts Academy =1 if the school was Boston Arts Academy =0 if else
GREATEREGLESTON	A dichotomous variable representing Greater Egleston

	<p>High School =1 if the school was Greater Egleston High School =0 if else</p>
HEALTHCAREER	<p>A dichotomous variable representing Health Career Academy =1 if the school was Health Career Academy =0 if else</p>
ACAFIN	<p>A dichotomous variable representing participation in a specific type of School-to-Career program in high school. =1 if graduate participated in an Academy of Finance program. =0 if else.</p>
ACATNT	<p>A dichotomous variable representing participation in a specific type of School-to-Career program in high school. =1 if graduate participated in an Academy of Travel and Tourism program. =0 if else.</p>
PROTECH	<p>A dichotomous variable representing participation in a specific type of School-to-Career program in high school =1 if graduate participated in a Pro Tech program =0 if else</p>
TECHBOS	<p>A dichotomous variable representing participation in a specific type of School-to-Career program in high school =1 if graduate participated in a Tech Boston program =0 if else</p>
OTHERSTC	<p>A dichotomous variable representing participation in a</p>

School-to-Career program in high school
 =1 if graduate participated in “Other” STC program
 =0 if else

Appendix C:
Estimating the Probability of a Graduate with Given Background Traits Being Enrolled in College at the Time of the Winter/Spring 2005 Follow-up Surveys

The logit regression models that were used to analyze the college enrollment status of Class of 2005 graduates provide estimates of the sign, size, and statistical significance of the influence of individual variables on the log of the odds of enrolling in college. The coefficients on the independent variables also were converted into estimated marginal effects evaluated at the means of all of the predictor variables in the model. One can also use the findings of the logit regression model to estimate the probability of a high school graduate with given characteristics being enrolled in college at the time of the follow-up survey.

The procedure for estimating the probability of college enrollment for a graduate with given traits is relatively straightforward. The probability that a given high school graduate (i) will be attending college is equal to the following:

$$P_i = \frac{e^{\alpha + \beta x}}{1 + e^{\alpha + \beta x}}$$

To calculate the values of P_i , we begin by calculating the value of $\alpha + \beta x$ for an individual with given traits, X_i (e.g., gender, race-ethnic origin, high school attended). The values of the α and β 's are those generated by the logistic regression model. We then calculate the value of $e^{\alpha + \beta x_i}$. The value of the denominator is simply equal to $1 + e^{\alpha + \beta x_i}$. The ratio of these two values would then yield the estimated probability of college attendance for this individual.

To illustrate how this procedure is used, let us use the findings from our first model of the college enrollment decision for all high school graduates in Table 7. Let us take a White, non-Hispanic female who graduated from Boston Latin Academy High School, who worked during

the summer while in high school, but did not work during the senior year of high school. The value of $\alpha + \beta x_i$ for this given individual was 3.207. Raising e to the power 3.207 yields a value of 24.70. The value of the denominator for the probability formula is 24.70. The ratio of these two values is equal to .961, implying that the probability of college attendance for this female graduate from the Boston Latin Academy High School was equal to a very high 96.1%. These probability estimates can be derived for any given individual with a known set of demographic, schooling, and work experience traits.

Appendix D: The Mean Values of the Right Hand Side Predictor Variables in the Three Logit Regression Models

Model I: All Schools

Variable	Standard		N
	Mean	Deviation	
Enrolled	0.772	0.419	2,162
Male	0.449	0.498	2,162
Asian	0.140	0.347	2,162
Black	0.463	0.499	2,162
Hispanic	0.219	0.414	2,162
ExamSch	0.280	0.449	2,162
STCPROG	0.368	0.482	2,162
FirstLanguage	0.593	0.491	2,162
SummerJob	0.818	0.386	2,162
WorkedSnYr	0.581	0.494	2,162

Model II: Exam Schools

Variable	Standard		N
	Mean	Deviation	
Enrolled	0.960	0.195	606
Male	0.427	0.495	606
Asian	0.302	0.459	606
Black	0.266	0.442	606
Hispanic	0.081	0.273	606
BostonLatin	0.470	0.500	606
LatinAcademy	0.236	0.425	606
FirstLanguage	0.655	0.476	606
SummerJob	0.889	0.314	606
WorkedSnYr	0.515	0.500	606

Model III: District/Magnet Schools

Variable	Mean	Standard Deviation	N
Enrolled	0.699	0.459	1,556
Male	0.458	0.498	1,556
Asian	0.077	0.267	1,556
Black	0.539	0.499	1,556
Hispanic	0.273	0.446	1,556
FirstLanguage	0.568	0.495	1,556
Brighton	0.107	0.310	1,556
Charlestown	0.076	0.265	1,556
EconBusAca	0.025	0.156	1,556
PublicSerAca	0.021	0.144	1,556
EastBoston	0.118	0.322	1,556
EnglishHigh	0.089	0.285	1,556
HydePark	0.082	0.274	1,556
BurkeHigh	0.058	0.234	1,556
Monument	0.023	0.150	1,556
ExcelHigh	0.033	0.178	1,556
Odyssey	0.015	0.123	1,556
BCLA	0.034	0.181	1,556
Snowden	0.033	0.180	1,556
Madison	0.094	0.293	1,556
ACC	0.024	0.152	1,556
FenwayPark	0.015	0.121	1,556
NewMission	0.019	0.135	1,556
McKinley	0.005	0.072	1,556
BostonArts	0.040	0.196	1,556
GreaterEgleston	0.005	0.072	1,556
HealthCareer	0.026	0.158	1,556
SummerJOB	0.790	0.408	1,556
WorkedSnYr	0.607	0.489	1,556
AcaFin	0.022	0.146	1,556
AcaTNT	0.013	0.115	1,556
ProTech	0.004	0.067	1,556
TechBos	0.017	0.131	1,556
OtherSTC	0.430	0.495	1,556